DOCUMENT RESUME

ED 125 521 HE 008 125

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TITLE Faculty Development: Planning for the Effective Use of Human Resources.
PUB DATE Jul 76
NOTE 20p.; Paper presented at the annual convention of the Society for College and University Planning (Washington, D.C., July 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Educational Development; *Educational Improvement; *Educational Resources; *Faculty; *Higher Education; Organizational Development; Personnel Policy; Professional Training; *Teacher Improvement
IDENTIFIERS *Faculty Development

ABSTRACT

Examined is the phenomenon of the recent faculty development movements in institutions of higher education. Of special importance are: (1) major ways we have approached faculty development; (2) forces that influence the faculty development movement. A construct of faculty development involves giving conscious attention to planning, studying, and improving those structures and processes used by faculty to attain their goals as well as the goals of the institution. (Author)

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FACULTY DEVELOPMENT: PLANNING FOR THE EFFECTIVE USE OF HUMAN RESOURCES

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HE008125

A paper presented at the annual convention of the Society for College and University Planning, Washington, D. C., July 1976.

ABSTRACT

This paper examines the phenomenon of the recent faculty development movements in our institutions of higher education. It emphasizes:

1. Major ways we have approached faculty development.
2. Forces that influence the faculty development movement.

It concludes that a construct of faculty development involves giving conscious attention to planning, studying, and improving those structures and processes used by faculty to attain their goals as well as the goals of the institution.

FACULTY DEVELOPMENT: PLANNING FOR THE EFFECTIVE USE OF HUMAN RESOURCES

I. The Faculty Development Movement

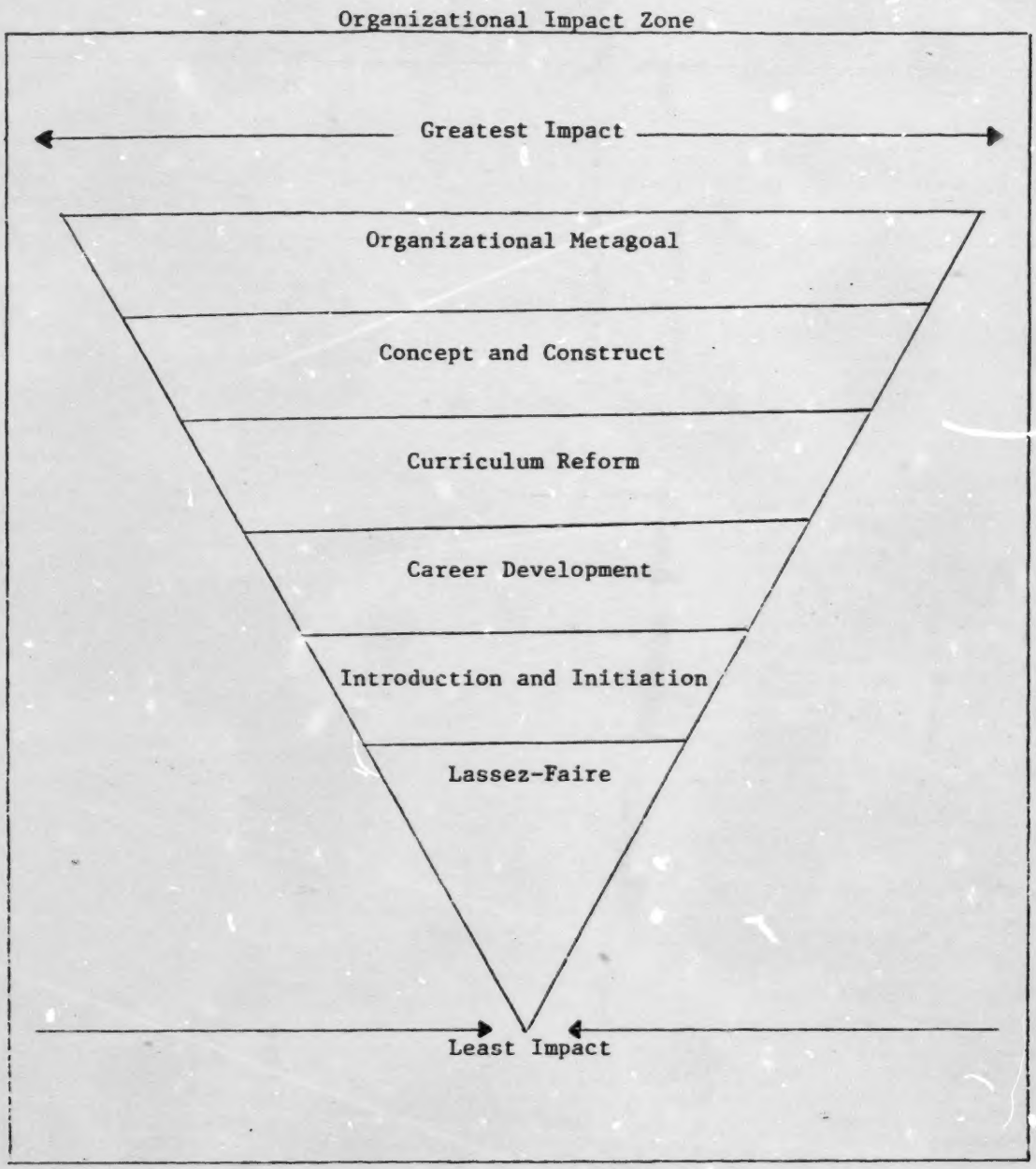
Faculty development is the hot item in higher education today. According to current estimates there are between 400-500 faculty development programs in operation and the number is increasing each week in an effort to serve the 620,000 faculty members that teach in our 2,792 colleges and universities.

As higher education enrollments have stabilized and financial support for all public services has become tighter, the public is demanding that our colleges and universities become more accountable for their goods, products, and services. This, in turn, has caused the higher education establishment to look more carefully at its long-range planning for the most effective use of physical, financial, and human resources.

For years we have given attention to planning for the utilization of physical and financial resources. However, it is only recently that higher education has turned its attention to finding more effective ways to plan for the utilization of its human resource of the faculty. Such long-range planning should be an integral part of faculty development. However, an analysis of approaches to faculty development shows that there is no clear agreement about what such programs should be doing.

In fact, one of the problems is that we are just now beginning to be able to conceptualize faculty development from a total systems point of view that considers the complex interaction of person, profession, organization and consumer (Ebel 1971, 1973). Figure 1 shows the major approaches that have been used for faculty development.

Figure 1. Ways to View Faculty Development



An analysis of Figure 1 shows that approaches to faculty development can have varying degrees of impact on the organization with the lassez-faire approach having the least impact and faculty development as organizational metagoal having the potential for the greatest impact.

An overview of how we have actually used these approaches to faculty development may be helpful here.

Faculty Development as Individual Freedom--the Lassez-Faire Approach

The lassez-faire, hands-off approach to faculty development is typical of people who see institutions of higher education as being nothing more than communities of scholars. The assumption behind this approach is that somehow this community of scholars will actively work to define goals that are acceptable to an institution and the multiple publics that it serves. However, as Gross and Grambsch (1974) show in one of the most comprehensive studies that has been done on institutional goals, the top goals of the faculty generally are concerned primarily with preventing change and preserving the status quo. Faculty members do not take into account the wide variety of concerns being voiced by the multiple publics that institutions must serve in an age of increased emphasis on accountability and consumerism.

The lassez-faire approach to faculty development is typified by the dean who remarked, "My approach to helping faculty members develop is to hire self-actualizing people, turn them loose, and leave them alone. They know what they're supposed to do. The tenure-promotion process then separates the good ones from the bad."

Faculty Development as Introduction and Initiation

Orientation activities involved in bringing new faculty members into an organization are considered by some institutions to be faculty development. This approach has been studied by Hollenback (1964), Hibbard (1966), and England (1967). In addition, Case (1971) has written about the informal

orientation procedure in which new faculty members sniff out the practices, procedures, and accepted norms.

While this approach to faculty development is a step above the lassez-faire approach, the impact on the organization (see Figure 1) is not great. Typically this approach focuses on such things as interpreting policy and procedures manuals, developing course outlines and familiarization with media centers.

Faculty Development as Career Development

Gustad (1959), Eble (1971), and Schein (1971) are among those who have studied faculty development from the viewpoint of social psychology in which the faculty member is seen as proceeding along a career path. This method of considering faculty development is typically concerned with such things as tenure-promotion procedures, boundaries among assistant, associate, and full professors and rites of passage through these boundaries.

Giving conscious attention to a faculty member's career development provides a chance for faculty development efforts to begin making a significant impact on the organization.

Faculty Development as Curriculum Reform

Powell (1970), Milton (1973), and Bergquist and Phillips (1975) have noted that most faculty members know a great deal about their specialty area but that they know little about the teaching-learning process. Asking faculty members to focus on restructuring curriculum is an organizational method designed to facilitate change in a system. The implication is that in order to change the curriculum that faculty members themselves must examine and change things that they are doing.

Typical of this approach to faculty development is that utilized by the Center for Instructional Development staffed by Bob Diamond and his associates

at Syracuse University (1975). This office works closely with academic departments in helping them to design effective technologies for improving the instructional process. Increasingly there is good evidence to suggest that this is one of the best entry points for faculty development activities because it is possible to deal concretely with things in which faculty members have expertise--subject matter. Dealing with the subject matter in which faculty members already have expertise provides a psychological support system that begins with confirmation of expertise rather than with negative implications that the organization is going to do something to develop faculty members whether or not they want such development.

Faculty Development as Concept and Construct

This is an attempt to conceptualize faculty development in relation to Argyris' (1964) concept about the need to integrate the individual and the organization so that the goals and objectives of both the individual and the organization can be met. Simerly (1973) has researched this type of faculty development. This move toward a concept and construct of faculty development is a sophisticated move to incorporate all of the previous approaches to faculty development in a generalizing and synthesizing way. And as Figure 1 shows, it is at this level that faculty development activities have the potential to make a significant impact on the organization.

Thus concept, to follow Kerlinger's definition (1973, p. 28), becomes an expression of an abstraction that is formed by generalizing from particulars. As Owens (1970, p. 42) notes, the ideas in a concept don't necessarily have to prove themselves. Rather they are simply what Griffiths describes as terms to which we attach a particular meaning (1959, p. 38). Thus a concept of faculty development evolves from generalizing and synthesizing previously used ways in which we have considered faculty development.

A step beyond a concept is a construct. A construct is also a concept; however, it has an additional meaning that is consciously and deliberately attached to the word for a particular scientific purpose. A major test of a construct according to Kerlinger (p. 29) is that it enters into and relates to theoretical schemes. Thus a construct of faculty development takes into account and relates to a wide variety of theories in the behavioral sciences regarding such things as human motivation, organizational theory, systems theory, and adult life stages.

Within this concept and construct of faculty development, the individual faculty member can be considered in relation to the following three major dimensions:

1. Personal needs and concerns
2. Professional role and demands
3. Organizational expectations and rewards

None of these is mutually exclusive. Each is equally important and attention is deliberately given to all of these dimensions simultaneously. In addition, both structural and process components of faculty development are considered in these three dimensions. Component parts of these structural and process considerations are listed in Figure 2.

As seen from Figure 2, this approach to faculty development is from a total systems point of view. Utilizing this construct, organizations can begin to plan comprehensive approaches to faculty development that take into account the complex interaction of the individual, the profession and the organization.

Faculty Development as Organizational Metagoal

This is even a step beyond faculty development as concept and construct. This approach moves to the overriding organizational commitment to a metagoal,

Figure 2. Components of a Construct of Faculty Development

Conceptual Components

Dimensions of Faculty Development	Structural Components	Process Components
Personal	Adult Life Stages	Human motivation Individual growth Change Adaptability Attitudes
Professional	Career Path	Tenure-Promotion Socialization to role Local-cosmopolitan reward orientations Mobility within profession
Organizational	College and University Environment	Organizational mobility Adaptive techniques Real and perceived reward systems Organizational conflict management Curriculum reform

or generalized prevading goal, that is institutionalized to the point of being abstracted to a process. Thus an organizational metagoal suggested by Bennis (1967) might be to develop a system for faculty development that constantly seeks to detect new goals for the faculty development process. Lippitt (1969) builds on this and states that a main goal for institutions of higher education should be to develop the capacity to provide for continuous adaptability.

Faculty development as organizational metagoal can be thought of as creating a reliable organizational data base for the purpose of giving conscious attention to planning, studying, and improving those structures and processes used by faculty to attain their goals as well as the goals of the organization.

Faculty development as organizational metagoal, then, represents a conscious organizational commitment to the complex process of deliberately planning for the most effective use of the human resource of the faculty. It is at this level that the impact of faculty development on the individual faculty member and the organization is greatest (see Figure 1).

II. Forces That Affect Faculty Development

Now that we have a picture of faculty development, let us examine a number of forces that will affect the faculty development movement. As the total college enrollment has tended to stabilize, the problems facing higher education are beginning to be viewed as being more complex than that of simply reacting to increased demands for admission. For example, in spite of the growth of universities in which budgets, enrollments, and expansion of physical facilities have rapidly increased, the administrative structure of higher education has remained basically unchanged. Mayhew (1969, 1970) among others has noted that today professors, administrators,

and students are continually asked to interact with an increasingly complicated system of higher education. As a result, top-level managers in higher education are beginning to turn to business for help in the improvement of institutional management. Generally this turning to business for models of effective management involves two basic approaches.

First, the business world has been asked to provide models for financial management. With the increasing cost associated with education, the complexity of a university's finances have come to resemble that of business, industrial, and governmental agencies. Currently 8.5 million students attend 2,792 colleges and universities in the United States. These institutions employ 620,000 faculty members. With enrollments in many institutions in excess of 25,000 students, our colleges and universities cannot be thought of as just communities of scholars. Our higher education institutions are big business who employ scholars to produce some of their goods, products, and services.

A second way in which higher education has attempted to use the business model of institutional management is by directing attention of the organization to managing human resources. Attention is now being focused on organizational development activities--activities in which there is a conscious attention to the continual developmental processes and procedures within an organizational setting. Thus, as people such as Logan Wilson (1972) have noted, we are becoming concerned with the methodology used by universities to establish and to move toward constantly changing goals. This is the main force behind the faculty development movement.

The activities required to maintain such complex organizations as universities require the services of highly-specialized personnel. These personnel, these investments in human resources, are as important

as investments in buildings or in other organizational hardware. Therefore the organization must take the necessary steps to maintain the continued usefulness of such human investments. One way to do this is to design systems that give attention to the continued personal and professional growth of people who must interact with each other, with the publics that they serve, and with the many areas of rapidly expanding knowledge. However, there is a considerable naivety that faculty and administrators in higher education organizations have regarding the area of human resource management. Bolton and Genck (1971) have shown how universities tend to insulate themselves from current sources of knowledge regarding organization, leadership, and human relations.

Another important force affecting faculty development efforts are the assumptions on which a faculty member bases his/her professional role. Logan Wilson (1972) charges that the faculty believe that it is their job to teach the students a particular discipline. Certainly the traditional organization of faculties into departments that tend to be concerned with a particular discipline has tended to encourage this viewpoint on the part of the faculty. Thus the large university often has become overcompartmentalized which in turn encourages a rigidity that does not easily facilitate communication from one discipline to another. As a result, an organic view or a view of the institution as a whole is often not encouraged.

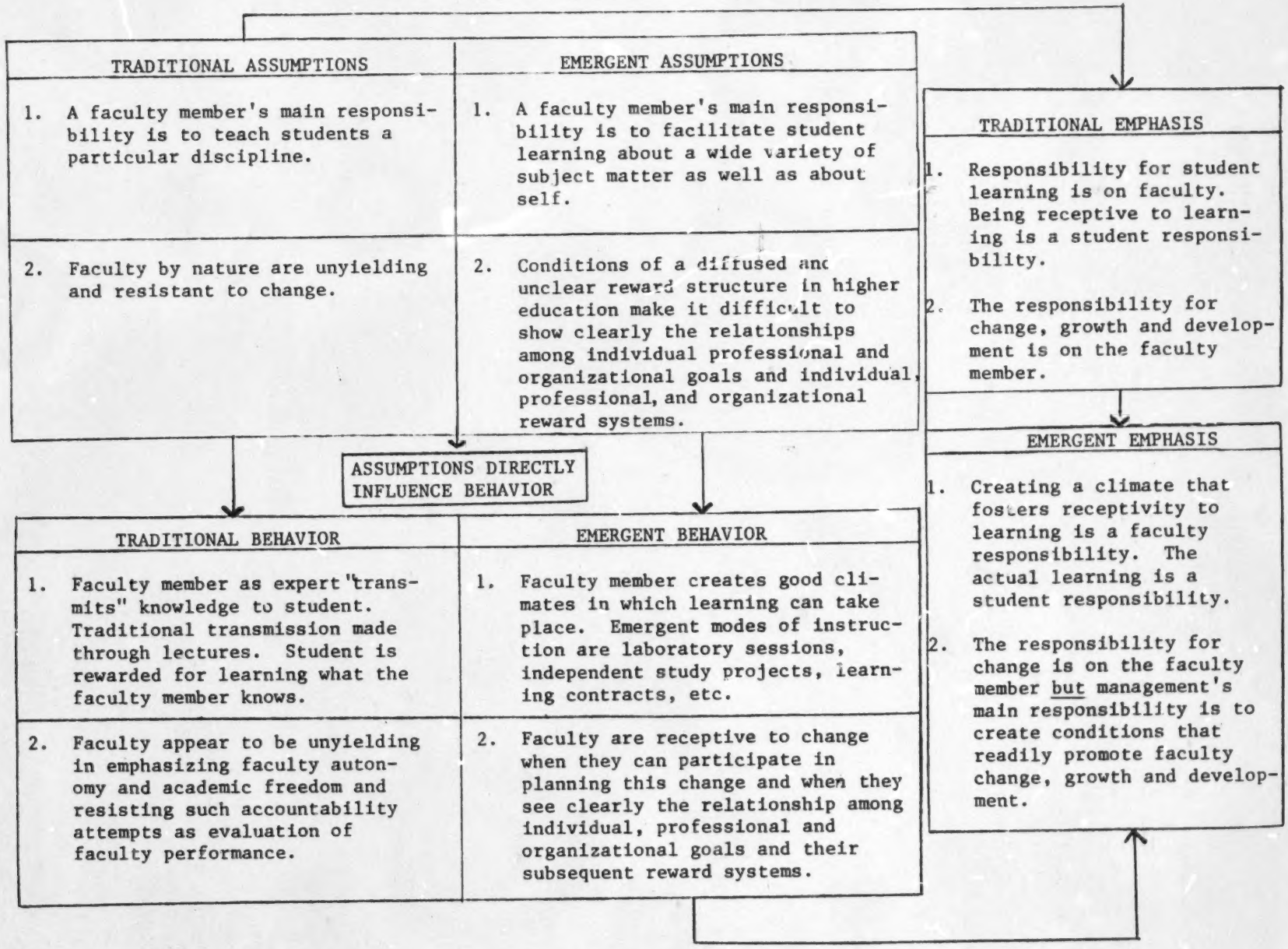
The long history of faculty independence has tended to create a lassez-faire faculty system. The individual freedom of faculty members is jealously guarded and anything that approaches a tampering with this freedom is viewed as dysfunctional by large segments of the academic community (Bolton and Genck).

What we are currently experiencing in our higher education institutions is a clash between traditional and emergent assumptions regarding the personal, professional, and organizational needs and goals in higher education. In addition, there is the problem of clarifying complex organizational reward structures that are related to personal, professional and organizational needs and goals.

Figure 3 shows the difference between traditional and emergent assumptions regarding faculty members. The traditional assumption is that a faculty member's main responsibility is to teach students a particular discipline. The emergent assumption is that a faculty member's main responsibility is to facilitate student learning about a wide variety of subject matter as well as about self.

These assumptions then manifest themselves in behavior (see Figure 3). Thus a faculty member operating on the traditional assumptions of a faculty member's role will see himself/herself as a "transmitter" of knowledge to students. And the traditional way to transmit this knowledge is through lectures. Faculty behavior based on emergent assumptions is quite different. These faculty members will emphasize creating a good climate in which learning can take place. They'll make attempts to individualize instruction through such things as experienced-based laboratory sessions, independent study projects, and learning contracts. The emphasis here will be on faculty being responsible for creating learning environments and students assuming major responsibility for actually learning. This is in direct opposition to the emphasis of faculty who hold traditional assumptions. Such people would emphasize the professor's responsibility for student learning through a process of transfer of knowledge from professor

Figure 3. Forces That Affect Faculty Development


TRADITIONAL ASSUMPTIONS
1. A faculty member's main responsibility is to teach students a particular discipline.
2. Faculty by nature are unyielding and resistant to change.
EMERGENT ASSUMPTIONS
1. A faculty member's main responsibility is to facilitate student learning about a wide variety of subject matter as well as about self.
2. Conditions of a diffused and unclear reward structure in higher education make it difficult to show clearly the relationships among individual professional and organizational goals and individual, professional, and organizational reward systems.
ASSUMPTIONS DIRECTLY INFLUENCE BEHAVIOR
TRADITIONAL BEHAVIOR
1. Faculty member as expert "transmits" knowledge to student. Traditional transmission made through lectures. Student is rewarded for learning what the faculty member knows.
2. Faculty appear to be unyielding in emphasizing faculty autonomy and academic freedom and resisting such accountability attempts as evaluation of faculty performance.
EMERGENT BEHAVIOR
1. Faculty member creates good climates in which learning can take place. Emergent modes of instruction are laboratory sessions, independent study projects, learning contracts, etc.
2. Faculty are receptive to change when they can participate in planning this change and when they see clearly the relationship among individual, professional and organizational goals and their subsequent reward systems.
TRADITIONAL EMPHASIS
1. Responsibility for student learning is on faculty. Being receptive to learning is a student responsibility.
2. The responsibility for change, growth and development is on the faculty member.
EMERGENT EMPHASIS
1. Creating a climate that fosters receptivity to learning is a faculty responsibility. The actual learning is a student responsibility.
2. The responsibility for change is on the faculty member but management's main responsibility is to create conditions that readily promote faculty change, growth and development.

to student.

Figure 3 shows another set of traditional and emergent assumptions regarding receptivity to faculty growth, change, and development. The traditional assumption, particularly on the part of administration, is that faculty by nature are unyielding and resistant to change. This is reflected in faculty behavior that emphasizes faculty autonomy and academic freedom. The message is loud and clear: "Keep your hands off us faculty members. What we do is so important, mystical, and illusive that it can't adequately be evaluated!" However, the emergent set of assumptions is that the diffused and unclear reward systems in higher education make it difficult to show clearly the relationships among individual, professional and organizational needs and goals and individual, professional and organizational reward systems. When faculty members can clearly see these relationships and when they can have a part in planning change, their behavior will show that they are willing and eager to find new ways to grow, develop, and change. Thus the traditional emphasis is that the responsibility for change, growth, and development is on the faculty member. However, the emergent emphasis is on administration creating conditions that readily promote faculty change, growth, and development.

III. Conclusion

A consideration of faculty development cannot be separated from the type of organization in which the faculty member operates and the assumptions we hold about the people who work in the organization. One of the problems of discussing the university as a total institution or as a total organization is that the very use of such terms implies that a university can

readily be defined in simplistic terms that are accepted by the component members of the institution. Litchfield (1959) was one of the first modern higher education organizational theorists to conclude that few faculty members perceive the university organization as a total institution.

Because of this, institutions of higher education have a major problem--that of trying to perform complex tasks within a framework of corporate self-government resembling that of a medieval guild (Ben-David and Zloczower).

Until a few years ago the national teacher shortage made it necessary for institutions to make every attempt to retain faculty members. Thus thinking about faculty development tended to be centered around salvaging marginal faculty members. Development was thought of in terms related to the substandard performer. However, we now have a surplus of faculty members in many fields and as a result we are beginning to move forward in our thinking on faculty development so that the concept deals with the complete socialization process experienced by faculty members as it is related to the organizational structure and patterns unique to higher education.

Bennis (1967) insists that in our organizations of the future that deliberately planning the socialization process of employees will become imperative. As he sees it, the problem is not with the socialization process itself. Rather the problem is with the "conscious and responsible control of it."

We give attention to hardware and facility investments in higher education; yet the same conscious attention to the planned maintenance, improvement, and development of human resources has been of low priority.

Raising this to the highest level of priority is what the faculty development movement is all about. Thus as has been shown, a concept of faculty development relates to a wide variety of behavioral and organizational theories. A concept of faculty development involves giving conscious attention to planning, studying, and improving those structures and processes used by faculty to attain their goals as well as the goals of the organization.

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